NO. 2 – EYES WATCHING GOD **Career Academy Integrated Unit Plan**

**Academy Name: Academy of Web Design & Digital Media**

**School: SEABREEZE HIGH SCHOOL**

**Date Created: SUMMER 2011 Created by: LINDA GUIDOTTI**

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| Integrated Unit Plan Title: Their Eyes are Watching God |
| Courses to integrate: English 3 & Web Design |
| Grade Level: 11th |
| **Timeline & Duration**: Research & report – 1 week Web page – 1 week |

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| **Unit Summary**: Students will research and report on Famous Black &/or Female Leaders or authors – using the Research found, they will create a Web Site discussing and reporting on as an autobiography. OR after reading this  Book in English, students will construct a web site depicting other authors who were inspired by Zora Hurston’s writings |

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| **Overview of Activities/Lessons per Course** | | | | |
| **Course** | English | Web Design 1 | Digital Design |  |
| Activity/Lesson | Reads & discusses  Their Eyes are watching God | Using the Web research engines locate 3famous black/female authors that were inspired by Zora Hurston’s writings | Create a cover for the story, (last part took place in the Everglades.) |  |
| Activity/Lesson |  | Students will construct a web site depicting an autobiography of one of the authors who was inspired by Zora Hurston’s writings. |  |  |

**Lesson Instructions for \_Web Design\_1\_\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ): 14.01—14.08; 15.01—15.10; 16.01—16.07; 23.01—23.02; 25.01—25.10; 27.01—27.05; 28.01—28.05; 32.01—32.12; 36.01—36.05; 74.01—74.03**  **Rigor & Relevance (quadrant):**  **Task: Anything with Famous Black and female leaders, scientific, or authors, (Zora Hurston**  **Who has followed in her footsteps, make a website for or some type of autobiography,** |
| **Instructions to Students: Locate 3 famous black/female authors that were inspired by Zora Hurston’s writing. Note the** Main theme or characters in the story. Create a Web Site depicting an autobiography about one of these authors |
| **Instructions for Student Accommodations: Student will be seated next to another student who can assist or mentor when the student needs help.** |
| **Assessment for Activity:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Poor**  **1 point** | **Fair**  **4 points** | **Good**  **7 points** | **Excellent**  **10 points** | **Score** | | Evidence of Research  (10 points) | Evidence of 0-1 links visited. Directions for links were not followed. | Evidence of 1-2 links visited. Some of the directions for links were followed. | Evidence of 3-4 links visited. Most of the directions for links were followed | Evidence that all links provided were visited. All of the directions for links were followed. |  | | Historical Accuracy of Answers  (10 points) | 2-3 historical inaccuracies. No evidence of understanding the historical event. | 0-1 historical inaccuracies. Limited evidence of understanding the historical event. | No historical inaccuracies. Some evidence of understanding the historical event. | No historical inaccuracies. Thorough evidence of understanding the historical event. |  | | Quality of Answers  (10 points) | Poor analysis and interpretations of historical event not supported by research. | Partial analysis and interpretations of historical events insufficiently supported by research. | Sufficient analysis, but lacks evidence of higher level thinking. Interpretations of historical events supported by research. | Exceptional analysis and evidence of higher level thinking. Interpretations of historical evidences supported by research. |  | |
| **Approximate Length of Time for Activity:**  **Research: 1 week – with report -- 1 week for Web Site** |
| **Materials Needed:**  **COMPUTERS, SEARCH ENGINES,** |
| **Resources Needed:**  **SEARCH ENGINES, WRITING UTENSILS, RECORD IN WORD; TEXTBOOK; DREAMWEAVER & HTML KNOWLEDGE** |
| Attachments: RUBRIC ATTACHED. |